

Eastchester High School

9-12 GUIDANCE PLAN

2025-2026



2025 - 2026

INTRODUCTION

Eastchester High School is a four-year comprehensive school that has been nationally recognized for excellence by the U.S. Department of Education. The majority of students are enrolled in college preparatory courses. Students are offered numerous opportunities to challenge themselves through Advance Placement (AP) and dual enrollment college-level courses in all content areas, as well as opportunity to participate in the Advanced Science Research program, Model Congress, the WISE internship program, and a rich array of academic, STEM, Humanities, Business, and Arts electives. A wide variety of extracurricular and athletic opportunities further enrich students' lives, and include winter and spring concerts, theater and dance productions, arts and film festivals, *Forum* (an annual award-winning literary publication), and more. Facilities include STEM labs (9 science labs and 2 computer coding labs), a TV/Video production studio, and a technology-equipped study center.

Eastchester High School Mission Statement

The mission of Eastchester High School is to empower all of our students to be responsible participants in their personal and academic growth and development as valued contributors to our community and society at large. We provide a rich environment fostering the intellectual, social, aesthetic, cultural, physical, and ethical education of our students. Eastchester High School promotes academic excellence, responsible citizenship, appreciation and respect for diversity, and the importance of lifelong learning in an ever-changing and competitive technological world.

9-12 Counseling Mission Statement

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement. ~ ASCA National Model

The Eastchester High School Counseling Program aligns with the NY State Standards and reflects the philosophy and values of the EUFSD Board of Education mission and goals. The Program is committed to providing proactive services that meet the needs of all students. As professional educators, all Counselors assist parents, teachers, and administrators in a shared commitment to support students' social and emotional well-being, educational and extracurricular achievement, and career development and goals. Counselors establish a trusting and confidential relationship with students in our efforts to understand individual abilities, needs and goals, and to contribute to the personal and academic growth and development of all students. In tandem with teachers and administrators, Counselors support collaboration with all stakeholders, and our developmental counseling model is an integral component of the high school. We contribute to development and implementation of departmental and organizational policies and procedures that serve to increase the likelihood of student success and to create a supportive school climate. Our ultimate goal is to guide "the whole student" in the acquisition and development of skills necessary at each life stage.

Eastchester High School

Professional Staff

Principal

Christopher Welsh

Assistant Principals

Joseph Gilson

Erin Glindmyer

School Counselors

Adriana Aurisicchio, Brianne Brauer, Emily Callagy, Jaclyn Kanusher, Julie Meyers, Deona Patane, Heather Reilly

School Psychologists

Gianna Fleischmann, Marcie Gatchalian, Marguerita Cortese Maiorana, Clorinda Bulfamante

Guidance & Counseling Department Support Staff

Colleen Castiello, Diane Leven

EHS Counseling Department Goal for 2025-2026 Academic Year

Goal	Empower students to confidently engage in the college search and application process by providing them with tools, resources, and support.
Objective	To empower 11th and 12th grade students to take an active, confident role in their college search and application process by using College Kickstart, a data-driven planning tool that helps them build a balanced, personalized college list.
Action Plan	Meet with 11th grade students in advisory and in individual meetings with Counselors. Meet with 11th grade students to use Naviance Student to identify careers and colleges of interest. They will identify at least 6 colleges of interest. Meet with 11th grade students to use the colleges identified from Naviance Student to create a list College Kickstart. Meet with 12th grade students individually and in advisory to use College Kickstart to finalize their college lists with the goal of creating a well-balanced college list based on individual academic profiles, interests, and goals.
Assessment	Use data provided by Naviance Student and College Kickstart to assess program effectiveness and identify areas for improvement, with the goal of helping each individual student maximize available resources and support. Assessment areas include: ● Monitoring student engagement: Track overall student usage rates of Naviance and College Kickstart throughout the year. ● College list development: ○ Monitor how often students reference and update their College Kickstart “college list grade” as they work toward creating a balanced list. ○ Track the percentage of students who use the MixFixer tool to improve the quality and balance of their college lists. ● Program improvement: Use trends and feedback to inform counseling strategies, group sessions, and future enhancements to the college planning curriculum.

Grade	Program activity/service With target students & timeline		Student Standards NYSED Regulations & ASCA Mindset	Program Objectives (Student will be able to...)	Staff & Resources	Assessment & Evaluation Method (process, perceptions, outcomes)
8th						
8	8th Grade Parent Night- Scheduling Overview	March	M4, ii.4.7, ii.4.6	Support families as they prepare to transition from EMS to EHS	HS Counselors	Attendance
8	High School Course Introduction for 8th Grade Students	Spring	II.4.1	Students will be introduced to the coursework available in the high school and will be able to identify courses of interest	all HS counselors, 1 MS, HS department chairs/ teachers	Solicit verbal feedback/questions from students
8	High School Course Selection with 8th Grade Students	Spring	II.4.1	Students will meet individually with a HS Counselor to choose from an array of core and elective options and to appropriately challenge themselves for college and career readiness	HS Counselors	Review course selections to ensure an appropriately challenging course load
8	8th grade transition activity June	June	II.4.1 Mindset 3	Get to know their high school counselor, who will be their primary high school resource, in order to make a smooth transition to 9th grade. Participate in a tour of the HS and group activities.	all HS Counselors	Gather informal feedback at all 9th grade groups
9th						
9	9th Grade Orientation	August	B-SS3 ASCA	Assistant students with the transition to High School. Provide information and resources on academics and extracurriculars.	HS counselors / administrators	Attendance gather informal feedback verbal responses to activities
9	Transition activity in groups by counselor with all 9th grade students	Fall	II.4.6 Mindset 3, 5	Participate in discussions and activities that increase their awareness of clubs/activities, school resources.	HS counselors	Completion of Student Autobiography
9	9th Grade Parent Night	September	II.4.7	Parents will meet their child's counselor and learn about academic support, clubs/activities, resources, high school timeline	HS Counselors	Parent attendance
9-12	Report cards- progress monitoring	Ongoing	II.4.3	Benefit from counselor review, oversight and intervention as needed	HS counselors	Counselor identification of at risk students; intervene with parents, teachers, CCT, AP, School Psychologist, and other resources as needed
9-11	Course Selection Kickoff	March/April	II.4.1	Counselors will meet with students in classrooms to explain the process for course selection. Information will be shared with parents/guardians.	HS Counselors	Attendance
9-11	Course selection Grades 9-11	March/April	II.4.1	Students will meet individually with a Counselor to choose from an array of core and elective options and to appropriately challenge themselves for college and/or career readiness	HS counselors	Review course selections to ensure an appropriately challenging course load

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10th						
10	Career Lesson	October	NYSED Standard 1- Career Development	To help students to identify careers of interest in preparation for Career Day.	Counselors	Completion of career assessment using Naviance Student. Completion of google form identifying careers of interest
10	Career Day	November	NYSED Standard 1- Career Development	Introduce students to a variety of careers. Promote thought and discussion through an assembly and small group activities.	Counselors	Completion of google feedback form Verbal / Written responses during small group discussions
10	Introduction to Pre ACT	Spring	II.4.6 Mindset 4	Students will identify how to register and prepare for the Pre ACT. Students will access Naviance Student during the lesson.	HS Counselors	Track number of students who signed up for the Pre ACT, if appropriate
10	10th Grade College Workshop students and their parents/guardians are invited to attend group workshops	May/June	II.4.6, II.4.7 Mindset 2, 4	Along with their parents, students will be able to identify key aspects of the college planning timeline; learn about and access Naviance	HS Counselors	Completion of Student Autobiography and Parent Brag Sheet. An electronic survey will be sent to parents after the workshop.
9-12	Report cards- progress monitoring	ongoing	II.4.3	Benefit from counselor review, oversight and intervention as needed	HS Counselors	Counselor identification of at risk students; intervene with parents, teachers, CCT, AP, School Psychologist, and other resources as needed
10	BOCES Presentation- All 10th grade students are invited to this optional presentation	February	II.4.6, II.4.1	Gain exposure to the BOCES program and learn about career and technical education options	BOCES Counselor HS Counselors	Monitor student attendance at presentation
10	BOCES visit	March	II.4.6, II.4.1	Students will be able to tour (in person or virtual) the CTE center and programs, and opt to apply	BOCES Counselor	Monitor student attendance on visit; monitor student interest; follow through on application and scheduling
9-11	Course Selection Kickoff	March/April	II.4.1	Counselors will meet with students in classrooms to explain the process for course selection. Information will be shared with parents/guardians.	HS Counselors	Attendance
9-11	Course selection Grades 9-11	March/April	II.4.1	Students will meet individually with a Counselor to choose from an array of core and elective options and to appropriately challenge themselves for college and/or career readiness	HS counselors	Review course selections to ensure an appropriately challenging courseload
9-12	College Night	Spring	II.4.7, II.4.6 Mindset 4	Gain insights from a panel of college admission representatives	3-5 HS Counselors, guest speakers	Attendance

Grade	Program activity/service With target students & timeline		Student Standards NYSED Regulations & ASCA Mindset	Program Objectives (Student will be able to...)	Staff & Resources	Assessment & Evaluation Method (process, perceptions, outcomes)
11th						
11	Introduction to PSAT classroom presentation Instruct all 11th grade students	September	II.4.6 Mindset 4	Identify ways to prepare and register for the PSAT	HS counselors	Track number of students signed up for the PSAT
11	11th Grade College Workshop 11th grade students and their parents/guardians invited to attend group workshops	December / January / February	II.4.6, II.4.7 Mindset 2, 4	Along with parents, students will identify key aspects of the college application process	HS Counselors	Completion of Student Autobiography Part 3 and Parent Brag Sheet Part 2. An electronic survey will be sent to parents after the workshop.
11-12	Financial Aid Night	October	II.4.6, II.4.7	Student and parents will be able to identify key aspects of the financial aid process	Guest speaker	Attendance
11-12	College Admissions Representative visits	ongoing	II.4.6	Meet with college counselors individually and/or in a group setting	College counselors	Monitor student attendance and elicit student verbal feedback
11	PSAT / Naviance Student classroom presentation 12 classes visited, 258 students	November	II.4.6 Mindset 4	Interpret PSAT scores and make connections to how these scores connect to personal goals, planning for the SAT, comparing SAT and ACT	HS Counselors	Informal counselor questioning at the beginning and end of the lesson.
11	College Fair	October	B-LS7, Mindset M4	Provide families the opportunity to gather information and meet with admissions counselors from a variety of colleges.	EHS Counselors PMHS Counselors	Attendance Verbal feedback from students and parents
11	Advisory lessons: Naviance Student and College Kickstart	Spring	II.4.6	Students will be able to research and identify 6 colleges of interest using Naviance. They will then use College Kickstart to assess their college list.	EHS Counselors	Attendance Verbal feedback from students and parents Data on number of students logging into Naviance Student and number of times students run their College Kickstart list.
9-12	Report cards- progress monitoring	ongoing	II.4.3	Benefit from counselor review, oversight and intervention as needed	HS counselors	Counselor identification of at risk students; intervene with parents, teachers, CCT, MTSS, AP, School Psychologist, and other resources as needed
9-11	Course Selection Kickoff	March	II.4.1	Counselors will meet with students in classrooms to explain the process for course selection. Information will be shared with parents/guardians.	HS Counselors	Attendance
9-11	Course selection Grades 9-11	March/April	II.4.1	Students will meet individually with a Counselor to choose from an array of core and elective options and to appropriately challenge themselves for college and/or career readiness	HS counselors	Review course selections to ensure an appropriately challenging courseload
11/12	Ongoing individual meetings to discuss college/career	ongoing	II.4.6	Individual meetings to discuss post-secondary interests	HS counselors	Participation

Grade	Program activity/service With target students & timeline		Student Standards NYSED Regulations & ASCA Mindset	Program Objectives (Student will be able to...)	Staff & Resources	Assessment & Evaluation Method (process, perceptions, outcomes)
9-12	College Night	April	II.4.7, II.4.6 Mindset 4	Gain insights from a panel of college admission representatives	3-5 HS Counselors, guest speakers	Feedback Survey
11	Common Application Workshop	May	II.4.6	Students will meet with Counselors in groups to provide support for students as they begin the Common Application.	HS Counselors	Attendance
11	College Essay Workshop	June	B-LS 4, B-SS 1	Students will learn about guidelines for writing a college essay, dos and don't of essay writing and topics and start a draft of their college essay as a follow up assignment.	HS Counselors, ELA teachers	Submission of college essay draft to ELA teacher

Grade	Program activity/service With target students & timeline		Student Standards NYSED Regulations & ASCA Mindset	Program Objectives (Student will be able to...)	Staff & Resources	Assessment & Evaluation Method (process, perceptions, outcomes)
12th						
12	College planning Advisory lessons Instruct all 12th grade students	September and October	II.4.6 Mindset 4	Review important steps in the college application process. Topics include SAT/ACT, Commonapp, Naviance Student, College Kickstart.	HS counselors	Track usage of Naviance Student and College Kickstart, Counselor invitations from Commonapp.
11-12	Financial Aid Night	October	II.4.6, II.4.7	Student and parents will be able to identify key aspects of the financial aid process	Guest speaker	Attendance
11-12	College Admissions Representative visits	ongoing	II.4.6	Meet with college counselors individually and/or in a group setting	College counselors	Monitor student attendance and elicit student verbal feedback
9-12	Report cards- progress monitoring	ongoing	II.4.3	Benefit from counselor review, oversight and intervention as needed	HS counselors	Counselor identification of at risk students; intervene with parents, teachers, CCT, AP, School Psychologist, and other resources as needed
11/12	Ongoing individual meetings to discuss college/career	ongoing	II.4.6	Individual meetings to discuss post-secondary interests	HS counselors	Participation
11/12	College Fair	October	B-LS7, Mindset M4	Provide families the opportunity to gather information and meet with admissions counselors from a variety of colleges.	EHS Counselors PMHS Counselors	Attendance Verbal feedback from students and parents

Professional School Counselors subscribe to the following standards and regulations to ensure that all students have access to a comprehensive school counseling program as a part of their learning experience:

FOUNDATION / MANAGEMENT

STUDENT STANDARDS:

ASCA Student Mindsets/Behaviors

The ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Self-confidence in ability to succeed
- M 3.** Sense of belonging in the school environment
- M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies

- B-LS 1.** Demonstrate critical-thinking skills to make informed decisions
- B-LS 2.** Demonstrate creativity
- B-LS 3.** Use time-management, organizational and study skills
- B-LS 4.** Apply self-motivation and self-direction to learning
- B-LS 5.** Apply media and technology skills
- B-LS 6.** Set high standards of quality
- B-LS 7.** Identify long- and short-term academic, career and social/emotional goals
- B-LS 8.** Actively engage in challenging coursework
- B-LS 9.** Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10.** Participate in enrichment and extracurricular activities

Self-Management Skills

- B-SMS 1.** Demonstrate ability to assume responsibility
- B-SMS 2.** Demonstrate self-discipline and self-control
- B-SMS 3.** Demonstrate ability to work independently
- B-SMS 4.** Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS 5.** Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6.** Demonstrate ability to overcome barriers to learning
- B-SMS 7.** Demonstrate effective coping skills when faced with a problem
- B-SMS 8.** Demonstrate the ability to balance school, home and community activities
- B-SMS 9.** Demonstrate personal safety skills
- B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 5. Demonstrate ethical decision-making and social responsibility

B-SS 6. Use effective collaboration and cooperation skills

B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

NYSED CDOS

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace and

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

School Counselor Professional Standards and Competencies

Mindsets

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a comprehensive school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, community leaders and other stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student outcomes.
- M 8. School counselors' background, experiences, knowledge, attitudes, skills, interests, values and beliefs determine their sense of identity and influence relationships with their students.

Behaviors

School counselors demonstrate the following standards in the design, implementation, and assessment of a comprehensive school counseling program:

Professional Foundation

- B-PF 1. Apply developmental, learning, counseling and education theories
- B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education
- B-PF 3. Apply legal and ethical principles of the school counseling profession
- B-PF 4. Apply school counseling professional standards and competencies
- B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

B-PF 7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program

B-PF 8. Demonstrate advocacy in a comprehensive school counseling program

B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program

Direct and Indirect Student Services

B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings

B-SS 3. Provide short-term counseling in small-group and individual settings

B-SS 4. Make referrals to appropriate school and community resources

B-SS 5. Consult to support student achievement and success

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

Planning and Assessment

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

B-PA 3. Develop annual student outcome goals based on student data

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

B-PA 5. Assess and report program results to the school community

B-PA 6. Use time appropriately according to national recommendations and student/school data

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program

B-PA 9. Use appropriate school counselor performance appraisal process

NYSSCS Reference Document 3
Guidance Plan Development
Within a P-12 Comprehensive Counseling Program

- i.1** is designed in coordination with the teaching staff
- i.2** prepares students to participate effectively in their current and future educational programs
- i.3** includes interventions for students with attendance problems
- i.4** includes interventions for students with academic problems
- i.5** includes interventions for students with behavioral problems
- i.6** includes interventions for students with adjustment problems
- i.7** educates students concerning avoidance of child sexual abuse
- i.8** encourages parental involvement
- (ii.)** The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff
- ii.1** includes the services of personnel certified or licensed as school counselors
- ii.2** includes an annual review of each student's educational progress and career plans by a certified school counselor
- ii.3** includes instruction at each grade level to help students learn about careers & career planning skills

ii.4 includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors

ii.4.1 enables students to benefit from the curriculum

ii.4.2 provides interventions for students with attendance problems.

ii.4.3 provides interventions for students with academic problems.

ii.4.4 provides interventions for students with behavioral problems

ii.4.5 provides interventions for students with adjustment problems

ii.4.6 provides advisement on developing and implementing postsecondary education and career plans

ii.4.7 encourages parental involvement

(iii) The school district plan:

iii.1 is filed in district office and available for review by any individual

iii.2.1 includes program objectives which describe expectations of what students will learn from the program

iii.2.2 includes activities to accomplish the objectives

iii.2.3 includes specification of staff members and other resources assigned to accomplish objectives

iii.2.4 includes provisions for the annual assessment of program results

iii.3 is reviewed annually and revised as necessary